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ABSTRACT

This guide discusses recognition of common conference faults, their causes and how to correct them; proper planning for the conference; the use of good conference techniques; better understanding of how to handle conferees. Section titles are: Why Have a Conference; Planning and Organizing a Conference; Conducting the Conference; Class Exercises in Conference Leadership. A selective bibliography on conference leadership is given. (NF)

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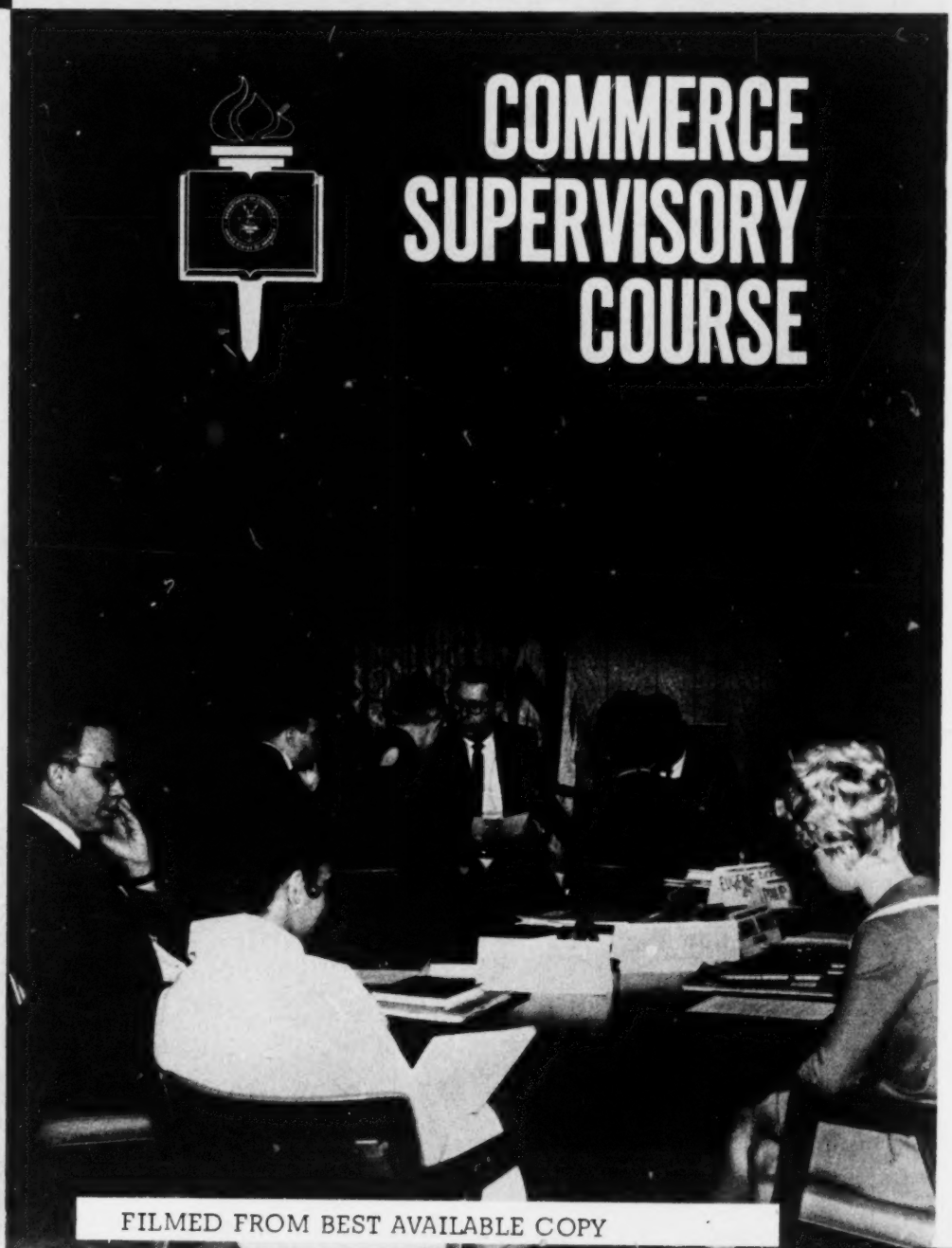
DISCUSSION GUIDE

CONFERENCE LEADERSHIP NO. III-8-28

COMMERCE SUPERVISORY COURSE



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ABOUT THE DISCUSSION GUIDES

The study of supervisory processes and practices has been going on for many, many years, and practical knowledge of experience based supervisory activities continues to increase. These discussion guides provide ideas, concepts, and approaches to the supervisory function that capture the experience of successful supervisors in the Federal Government.

These guides, covering the major processes of the Government supervisor, are in response to the need for basic supervisory training materials that can be used in the instruction and training of supervisors throughout the U.S. Department of Commerce.

Each discussion guide may be used separately or in concert with other guides. Latitude is provided in the design to tailor the subject matter to the needs of the respective bureaus of the U.S. Department of Commerce.

These guides were developed by a Task Force composed of representatives of the various Bureaus of the U.S. Department of Commerce and the Office of the Secretary. Their background and experience reflects a variety of professional and technical specialties within the Department.

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The discussion guide on the subject of Conference Leadership was the task assignment of Jack W. Osburn, Jr., Business and Defense Services Administration.

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U. S. Department of Commerce

COMMERCE SUPERVISORY COURSE

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SESSION III-8-28
CONFERENCE LEADERSHIP

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Office of Personnel
Office of the Secretary

SESSION III-8-28

CONFERENCE LEADERSHIP

- NOTES TO THE INSTRUCTOR -

The time alloted for this session is four hours, including recommended intermissions between Parts III and IV. You are urged to elicit as much student participation as possible throughout the session by using the elements of good conference leadership as set forth in the discussion guide.

A blackboard or flipchart, a 16 mm. sound film projector, and a still projector will be required for the most effective presentation of the subject.

Handout III-8-28-H11, "Common Birds of the Conference Table", is designed to be reproduced, stapled together, and handed out as a pamphlet.

A brief outline of this session is on the next page.

SESSION III-8-28
CONFERENCE LEADERSHIP

- OUTLINE -

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U. S. Department of Commerce
Commerce Supervisory Course

SESSION III-8-28
CONFERENCE LEADERSHIP

INTRODUCTION AND OVERVIEW

The objective of this session is to enable the participant to become a more skilled conference leader through:

- Recognizing common conference faults, their causes, and how to correct them;
- Proper planning for the conference;
- The use of good conference techniques; and
- Better understanding of how to handle conferees.

SHOW GRAPHIC III-8-28-G1

PART I

WHY HAVE A CONFERENCE?

Conferences can be very effective -- a proven method of inducing participation; a means of establishing two-way communication. A group of people participating and communicating can bring ideas, information, and knowledge from many sources to bear on a given subject.

SHOW GRAPHIC III-8-28-G2

In social affairs, in business, and most certainly in Government, we do business by the conference method. It pools the experiences of a group in the solution of a problem, and promotes definite, constructive individual and group thinking. A conference requires that those who participate contribute their experiences and opinions which throw light upon the problem before the group. The outcome is usually an agreement upon some general statement or principle, or else a disagreement on grounds which are understood by those standing on the different principles involved.

DISCUSSION GUIDE

SESSION: III-8-28 SUBJECT: CONFERENCE LEADERSHIP

HAVE A CRYSTAL CLEAR PURPOSE

SHOW GRAPHIC III-8-28-G3

IS A CONFERENCE THE BEST MEANS TO ACCOMPLISH THE PURPOSE?

DO YOU REALLY NEED A CONFERENCE?

Why have a meeting or conference? There are disadvantages as well as advantages. Unless you have a well defined reason, stated in clear terms, there is little chance of having a successful conference. If you do have a crystal-clear purpose, is a conference the best means of accomplishing that purpose? For example, if the conference is to get information, might it not save time and effort to use the phone, or ask for memos or reports? Of course, a conference will often develop more useful and pertinent information through discussion than will be exposed in the ordinary phone call or report.

IS THE TIMING RIGHT?

Another question you might ask yourself before you decide to have a meeting is: Is the timing right? In other words, are the conditions and circumstances right? Are the right people available?

PURPOSE RIGHT:
METHOD RIGHT:
TIMING RIGHT:
CALL A CONFERENCE

In summary: you call a meeting when you have a specific purpose, when a meeting is the best way to accomplish the purpose, and when the timing is right. Otherwise, the time, effort, and expense of holding the conference may not warrant the potential results.

INVITE DISCUSSION ASK:

SOME GENERAL PURPOSES FOR HOLDING A CONFERENCE

Ask the group to help you develop a list of reasons or purposes for holding a conference. List them on the blackboard or flipchart.

WHAT ARE SOME REASONS FOR HOLDING A CONFERENCE?

/POSSIBLE RESPONSES/

- To give information
- To get information
- To get advice
- To solve a problem
- To give work assignments
- To set policy
- To change attitudes
- To coordinate
- To resolve differences
- To instruct
- To get understanding
- To get commitment
- To motivate
- To evaluate
- To decide
- To get action

IS A CONFERENCE MORE SUITABLE FOR SOME PURPOSES AN OTHERS? RANK THEM

After developing a suitable list of purposes, elicit further participating by discussing the purposes may be equally suitable to accomplish the general purposes listed. If the discussion warrants it, rank them in order of suitability.

FAULTS OF CONFERENCES

Have you ever left a conference and heard someone say, "Well, that was a complete waste of time!" Perhaps you've said it yourself. Such a reaction is likely to be an honest, informal appraisal of the all too often typical conference in which we are called upon to participate in our day-to-day work.

Let's formalize the appraisal. Accepting for the moment that a conference was needed, what made it a waste of time?

ASK: WHAT WERE SOME FAULTS OF RECENT CONFERENCES YOU HAVE ATTENDED?

Ask the group to analyze the faults of recent conferences the individual members may have attended.

List their responses on the board under the two following categories (side by side):

LIST BY CATEGORIES

(1) PLANNING AND ORGANIZING THE CONFERENCE
(2) CONDUCTING THE CONFERENCE

/POSSIBLE RESPONSES/

(1) PLANNING AND ORGANIZING

PLANNING AND ORGANIZING

Leader not organized
No agenda
Timing of conference
Allotment of time per topic
Too short notice
No notice of subject
Too short
Wrong people invited
Too long
Interruptions
Poor place
No stated objectives
No plan for tackling the problem
Leader ignores plan
Key people don't show
Late start
Poor social climate
Poor grouping
Leader doesn't arouse interest

(2) CONDUCTING

CONDUCTING

Off the subject
Individual "rattle"
Leader monopolizes
Member monopolizes
No discussion
"Authority" problems
Leader doesn't listen

REQUISITES FOR A SUCCESSFUL CONFERENCE

From the faults we have just enumerated, we can see that there are a number of factors that are extremely important to the success or failure of a conference. We can also see from the relative lengths of the columns that those factors related to "planning and organizing" outweigh those related to the actual conducting of the conference.

"PLANNING AND ORGANIZATION" USUALLY SHOW MORE FAULTS THAN "CONDUCTING"

In an evaluation of this type, the "planning and organizing" column is (almost) always longer than the "conducting" column. Here, for example, is a list of faults developed by a group similar to this one.

HANDOUT III-8-28-H1

HANDOUT III-8-28-H1

PART II

PLANNING AND ORGANIZING A CONFERENCE

The importance of proper planning and organizing has been demonstrated by the relative lengths of the "faults" list.

DETERMINE GENERAL OBJECTIVE

The first step in planning your conference should be to determine its general objective:

Examples: To solve a problem
To set policy

DETERMINE SPECIFIC OBJECTIVE

The next step is to determine the specific objective.

Examples: Break the typing bottleneck.
Shall annual leave be granted to those who wish to participate in the anti-war protest?

Now prepare a succinct statement of your general and specific objectives.

STATE GENERAL AND SPECIFIC OBJECTIVES

While preparing such a statement may seem a bit pompous, it will help you zero in on your purpose and will serve as the foundation for planning the conference.

CHECK LIST

Now that you have your statement of objectives in hand, the next step is to prepare a check list.

HANDOUT III-8-28-H2

Handout III-8-28-H2 and allow the group sufficient time to look it over.

CHECK LIST AS GUIDE

Use the check list as a guide and discuss its various elements, asking the group for suggested improvements as you go along.

CHOOSING THE PARTICIPANTS

Some conference groups are ready-made in the sense that the conference leader may not be in a position to choose the participants. However, when the opportunity for choice is present, several elements should be considered.

Discuss each of the following with the group:

FAMILIAR WITH SUBJECT?

Are the prospective participants familiar with the subject? If not, might they have something to offer if they were familiarized with it? Is it possible to brief such a person on the subject before the conference takes place? How might this be accomplished?

INTERESTED

Are the prospective participants interested in the subject to be discussed? Interest is a strong motivation. If the person is interested, what is the nature of his interest? Does he have an "axe to grind"?

LEVEL

In some instances, the educational or other pertinent level of the individual prospective participants should be considered. Is the presence of a ranking official likely to inhibit the responses of the group? If so, should he be left out?

TASK ORIENTED

Are the participants as a group likely to be task oriented vs. personal aggrandizement oriented? Are they willing to get the job done or is the conference likely to turn into a "can you top this session"?

THE "GOOD" PARTICIPANT

CHARACTERISTICS OF A "GOOD" PARTICIPANT

What constitutes a good conference participant and the relationships between members of working group are subjects worthy of more time than can be devoted to them here in any depth.

HANDOUT III-8-28-H3

However, distribute and discuss Handout III-8-28-H3, "WHAT IS YOUR PROFILE AS A MEETING PARTICIPANT"

HOW LARGE A GROUP?

Keep in mind that the larger the group is, the more difficult it is for people to talk with each other. Management Consultant V. A. Graicunas summed it up over thirty years ago when he said that adding a 5th member to a working group raises the possible relationships within the group from 44 to 100, "...an increase in complexity of 127 percent in return for a 20 percent increase in working capacity."

SHOW GRAPHIC III-8-28-G4

Professor C. Northcote Parkinson has worked out a formula called "Parkinson's Coefficient of Inefficiency" which bears on the subject.

HANDOUT III-8-28-H4

HANDOUT III-8-28-H4, "PARKINSON'S COEFFICIENT OF INEFFICIENCY"

SHOW GRAPHIC III-8-28-G5

Although his formula was developed with an obvious tongue-in-cheek, there may just be something to it as evidenced by this most interesting table comparing the size of cabinets of various nations of the world. It is interesting to note that the Communist countries have the largest cabinets starting with China at 22 and ending with the USSR at 38.

TIMING FACTORS

CONVENIENT

DON'T POSTPONE

The most obvious of timing factors for a successful meeting is that is should be scheduled at a time convenient to the participants. Once scheduled, it should not be postponed. However, there are other timing elements of equal importance, such as starting and ending on time, which will be discussed under the section on conducting the meeting. However, the length of the meeting should be considered during the planning stages.

LENGTH

Meetings vary in length from just a few minutes to several days. Generally, the longer the meeting the more preparation is required on the part of the conference leader and the participants. However, the typical meeting will last about an hour. In that sort of meeting, it is well to remember that the more complex or controversial the subject, the longer the meeting is likely to take. If the subject is so complex or controversial, it may be wise to break into two separate meetings or to plan to have a break. Generally, single sessions that last as long as an hour and a half are approaching the border of diminishing returns.

BREAK

SHOW GRAPHIC III-8-28-G6

COURTESY IN TIMING

Whatever the expected length, it is common courtesy to notify the participants of the expected length so they might arrange their schedules accordingly. Make a valiant effort to stay within the time period expected. This is not only common courtesy, it is a near miracle!

Courtesy is important when planning the meeting. Many participants will consider an hour long meeting scheduled for 4:00 on Friday afternoon an extreme discourtesy and are not likely to be terribly cooperative. The same effect may be noticed in an 8:30 Monday morning meeting.

MAKE THE TIMING WORK FOR YOU

After all, the reason for having the conference is to accomplish a given goal. Consider all the pertinent timing factors to make the timing toward reaching that goal.

FACILITIES

PHYSICAL COMFORT

Chances are that most of your conferences will be held in an office, either yours or someone else's. Even so, you should consider the needs of the group. How many meetings have you attended in which chairs have to be dragged in at the last minute? Where the room is stuffy? Where the smokers have to get up and move around hunting ash trays? Even the lighting can be a problem in some locations and, therefore, should be considered.

Think of the participants as your guests and consider their physical comfort as you would consider the comfort of guests in your home.

Depending upon the type and length of meeting, you may wish to supply ash trays, water pitchers, note pads and pencils, name tags, directions to rest rooms and telephones, etc.

SEATING

Try to make seating arrangements so that the members of the group may face each other comfortably. Avoid long, narrow rooms and other such arrangements that tend to isolate people.

ROOM SIZE

In choosing a meeting room, when you have a choice, consider the size of the room in relation to the size of your group. A room that is too large is almost as bad psychologically as one that is too small. Consider whether you will need visual aids or other equipment and, if so, will there be room enough for it.

CONFERENCE AIDS

Some conferences may be enhanced by means of aids such as blackboards, overhead projectors, flip-charts, tape recorders, props, models, diagrams, etc. If you plan to use them, make sure they are available at the right time and place -- and if at all possible -- practice using them before the meeting.

The effective use of such aids is an art of its own which is well worth cultivating. It deserves more time than can be given here, but there are many excellent publications on the subject, many of them available free or at a nominal charge from manufacturers of the equipment.

HANDOUT
III-8-28-H5

DISTRIBUTE HANDOUT III-8-28-H5 as an example of the type of material available

INTERRUPTIONS

As a final thought on the proper meeting facilities, try to arrange things so that there will be no interruptions during the course of the meeting. Phone calls are a prime source of irritation. So often the time of a group is wasted while one person chats over the phone. Ask that phone calls be held until after the meeting.

Try to isolate the participants as much as possible from any distracting noises or activities. A jack-hammer working on the street outside, for example, might dictate the choice of another office or meeting room.

If people must come in and out of the room during the course of the meeting, consider arranging the seating in such a manner that the comings and goings are as unobstrusive as possible.

THE AGENDA

Every meeting has an agenda of some sort. These may range from the conference leader's mental outline of the topic to be discussed to the formal printed programs of a national convention.

SHOW GRAPHIC III-8-28-G7

A somewhat more formal agenda than the mental outline is recommended. It need not be long and complex. Very complex ideas can be reduced to a brief and simple agenda. An example is this agenda which could have been used for a very important and familiar conference.

HANDOUT III-8-28-H6

DISTRIBUTE HANDOUT III-8-28-H7, "THE AGENDA"

ORGANIZATIONAL AID

CONTROL

The agenda is a very useful tool to help you organize and control your meeting. It serves as a medium for organizing speakers, topics, participation, visual aids and equipment, and any special activities that may be required. It helps control the time spent in total and on individual topics in the multiple topic meeting.

HELP PARTICIPANTS PREPARE

SMOKE OUT CONTROVERSEY

It also tells people what subjects will be taken up in the meeting and, if distributed in advance of the meeting, will not only allow the participants to prepare properly, but also will smoke out reactions to discussion topics - particularly controversial ones.

USE AN AGENDA

Whether you formalize your agenda to the point of passing it out to your participants or not, you should at least outline an agenda for your own use. It will not only enhance the effectiveness of your meeting, but it will also serve as a reminder for post-meeting follow-up.

Finally, some tips to keep in mind while planning your meeting:

AVOID SURPRISE MEETINGS

Avoid surprise meetings. They allow neither you nor the participants to prepare properly. If you are not in the habit of calling meetings on short notice, then those meetings which must be called on an emergency basis will be taken more seriously by your co-workers.

INFORM PARTICIPANTS ABOUT: SUBJECT

Give the members of your group a chance to prepare themselves. Consider the complexity of the subject (or subjects) to be discussed and schedule the meeting far enough in advance so that the participants can at least think about the topic. If you expect a statement or presentation by a participant, then by all means make sure he knows what you expect.

PARTICIPATION

LENGTH OF MEETING

Let the participants know how long you expect the meeting to last and stick to it. If the meeting starts and ends on time, they will know you mean business.

AGENDA DOES IT AUTOMATICALLY

A properly planned and prepared agenda, distributed to the participants sufficiently in advance of the meeting, will take care of the points mentioned above.

PLANNING AND CONDUCTING

Remember, as we discussed earlier, the faults relating to planning and organizing a conference are usually more numerous than those relating to conducting the conference.

An intermission is recommended at this point

PART III

Before starting this session, ask the "class eager beaver" to be prepared to summarize at the end of Part III, "Conducting the Conference."

SHOW GRAPHIC III-8-28-G8

CONDUCTING THE CONFERENCE

This section would ordinarily be entitled "Running the Conference." However, I believe Conducting is a much more accurate term to describe the functions of a good conference leader. His role is analogous to that of conductor of a symphony orchestra. The conductor doesn't make the music himself, he elicits from each of the musicians, or participants if you will, his individual skills, talent, and knowledge, and leads the group in producing a harmonious result.

Just as a conductor must know how to wield an effective baton, so does the conference conductor need to develop skills and techniques for encouraging group productivity.

HANDOUT III-8-28-H7

DISTRIBUTE AND DISCUSS HANDOUT III-8-28-H7, "Duties of the Conference Leader"

SHOW GRAPHIC III-8-28-G9

THE BEGINNING

LEADER IS PREPARED

The leader who has done a thorough job of pre-meeting preparation will have gone a long way toward accomplishing an effective conference. The room will have been prepared - any aids he plans to use will be ready - and he will enter the room with his plan of action. He may have an agenda or an outline to help keep the discussion on the track and moving toward its objective.

LATECOMER

The first problem he may have to overcome is that of the latecomer. Some people are late to meetings because they can't help it -- others because of habit. If the leader waits for the latecomer to arrive, he will start the meeting off schedule and waste the time of those who arrived promptly.

DON'T WAIT

You'll be tempted to wait -- perhaps the latecomer is one of the "key" people for the meeting -- but, don't do it! This is one place where you have complete control. Use it and start the meeting on time. The next time you have a meeting, you may not have latecomers.

STATE THE PURPOSE

After putting the group at ease, state the purpose of the meeting and what you hope to accomplish. Be as succinct as possible. Actually, it should be a restatement of the purpose, since the participants should have been informed, if possible, what the meeting is about when they were invited. It may be useful to write the purpose on a blackboard or easal board so that it is before the conferees during the entire meeting.

DRAMATIZE IT POSITIVELY

Dramatize it. Use colorful, punchy phrases. Sock-it-to'em.

Your statement should be positive. There is little to be gained by opening a meeting with a negative attitude. Your attitude toward the subject will affect the attitudes of the others.

GET INTEREST

Get their interest. Explain how the results of the meeting are important to them. Why or how it affects them. What's in it for them. Show them that the meeting is worthwhile. (If it isn't, you shouldn't be having it.)

STIMULATING DISCUSSION

When you have stated the purpose of the meeting, make sure that everyone understands the purpose, and that each participant is interested, motivated, and exhibits a strong desire to help accomplish the purpose -- you have reached a crucial point in the conference. Now, you need to get the discussion started.

To do this, you may wish to use one of the many devices commonly used by successful conference leaders. Devices that are useful not only to get the conference started, but also to keep it moving toward its goal.

HANDOUT III-8-28-H8

DISTRIBUTE AND DISCUSS HANDOUT III-8-28-H8, "Devices Used by Conference Leaders"

QUESTIONS

The use of questions is undoubtedly the most effective device available to the conference leader.

GROUP VS. INDIVIDUAL

Questions may be addressed to the group as a whole or to individuals. They may be general or specific depending upon the nature of the response desired.

AVOID "YES" AND "NO"

Whatever the type of question may be, the person addressed, or the nature of the responses desired, the most effective are those which cannot be answered by "yes" or "no". The "who", "what", "where", and "how" questions are preferred.

QUESTIONING AND ART

The manner in which the question is asked is of the greatest importance. To be successful, the conference leader must develop skill in asking questions. The technique of questioning intelligently and with purpose becomes an art.

TYPES OF QUESTIONS

QUESTION AS TOOLS

The artful questioner uses many different types of questions. He uses the correct tool for the job at hand, purposefully choosing the type of question to get the precise type of response needed. Here are some of the types of questions available to the skillful conference leader:

HANDOUT III-8-28-H9

DISTRIBUTE AND DISCUSS HANDOUT III-8-28-H9, "Types of Questions"

THE USE OF QUESTIONS

DRAW OUT OTHERS

The conference leader need not -- indeed in most cases should not -- express his own opinion. Rather, he should draw out facts, opinions, and conclusions by skillful questioning.

HINTS

Here are some hints on the art of questioning:

- Do not permit group answers.
- Encourage complete and clearly expressed answers.
- Do not permit a few to answer all the questions.
- When you direct a question to a particular individual, call the person by name and then state the question. It gives him a chance -- it is a courteous gesture.
- After you address a question to the conference as a whole, pause, if no response you may say, "Paul, you have had 15 years of rich experience in the Government, may we have your opinion?"
- Questions that produce a "yes" or "no" answer should be followed by aking the conferee his reason for the "yes" or "no".
- "What do you think?" is simple and good but caution should be used regarding its over-use.

STIMULATE CONFEREES

--REMEMBER: The main idea of a conference is to stimulate and reveal the thoughts of the conferees--not your own.

HANDOUT III-8-28-H10

DISTRIBUTE AND DISCUSS HANDOUT III-8-28-H10, "The Use of Questions"

ADDITIONAL USE OF QUESTIONS

Here are some additional uses of questions (not covered in the Handout) that may be useful to the instructor for discussion purposes:

TO CALL ATTENTION TO AN OVERLOOKED POINT

"Has anyone been thinking about this part of the problem?"

TO ASK HOW STRONG AN ARGUMENT IS

"How much importance do you think we should attach to this argument?"

TO GET TO CAUSES

"Why does Mr. X oppose this measure?"

TO CALL ATTENTION TO A SOURCE OF INFORMATION OR ARGUMENT:

"Did this information come from an impartial source?"

"Who is the Mr. X that was quoted a while ago?"

	"What opportunity did Mr. X have to know about the subject?"
TO SUGGEST THAT NOTHING WILL BE GAINED BY FURTHER DELAY	"After all, can we hope to get any new information or ideas? Is anything to be gained by further delay?"
AVOID PERSONALITY CLASHES	"Wouldn't it be better if we confined our discussion to the problem itself?"
CONTROL LONG WINDEDNESS	"Wouldn't it be better if we made our remarks shorter so that more of us can speak in the discussion period?"
TO SUGGEST THAT EACH OPPOSING GROUP MIGHT WELL COME PART WAY IN ARRIVING AT A COURSE OF ACTION	"May not the best course of action lie somewhere between the conflicting points of view?"
TO SUGGEST THAT THE GROUP MAY BE PREJUDICED	"Is our interest in the outcome causing us to overlook the interest of other groups of supervisors?"

SUMMARY OF THE USE OF QUESTIONS IN CONFERENCE LEADING

To help you, as a conference leader to acquire a thorough mastery and working knowledge of the different types of questions, the following characteristics are offered:

- All questions should be answerable. It is unwise to ask questions to bring out the conferees' ignorance.
- Every question should presuppose a previous experience that will enable the conferee to answer.
- The question should be clearly worded. The conferees must not be left in doubt as to just what is wanted.
- The question must not be too easy as to encourage slovenly thinking, nor so difficult as to discourage effort. It must be thought provoking.

- The question must be asked in a natural businesslike manner with a tone which indicates confidence in the conferees' ability to answer it.

- The question is asked with a definite purpose in mind.

  (1) to seek information
  (2) to emphasize some point
  (3) to stimulate thinking sufficient to arouse discussion.

- A discussion question should be well balanced. That is, emphasis should not favor any one of a number of persons, things, or conditions.

DEALING WITH INDIVIDUALS

It is easy, when dealing with a group, to forget that you are really dealing with a group of individuals. Besides bringing experience and ideas to the conference table, some individuals bring difficult personality traits with them.

SHOW GRPAHIC III-8-28-G10

The next HANDOUT identifies some of the types of individuals that can make the meeting difficult and contains some tips on how to handle them.

HANDOUT III-8-28-H11

Show GRAPHIC III-8-28-G10 while you distribute and discuss HANDOUT III-8-28-H11. Time probably will not permit a full discussion of the HANDOUT, so you may wish to use the GRAPHIC to identify and discuss a few of the "birds" with the group.

Here are some general principals to follow in handling difficult situations:

IGNORE TROUBLE-MAKERS

- Ignore the person or persons who are seemingly attempting to disrupt the decorum of the conference.

KEEP DISCUSSION ON SUBJECT

- Refuse to accept a point for discussion if it is not allied to the conference. Say: "That is outside the scope of this discussion," or "I'm glad you brought it up. Do you mind if we take it up later?"

- If the discussion is going off on a tangent, or is getting too heated, change the subject tactfully to get back on the track. Don't antagonize the group.

- Avoid getting into difficult situations by being:

  ... Thoroughly conversant with policy
  ... Absolutely sure of your facts
  ... Impartial

USE "EAGER BEAVER" TO SUMMARIZE

Sometimes you may be fortunate enough to have in your group an individual who is quick and helpful. He may have the right answers, but may keep others out of the discussion by being too quick and too helpful. This may often be turned to additional advantage by asking him to summarize the discussion.

SUMMARIZING THE MEETING

WHAT WAS ACCOMPLISHED?

Participants should leave every meeting or conference with the feeling that something has been accomplished; conclusions should be clear and fixed in their minds. To accomplish this, the meeting must be summarized. Failure to do so results in the criticism that nothing is ever settled in meetings and the participants may leave more or less confused.

A short, clear summary makes for a clearer and more lasting impression.

REEMPHASIZE -- RESTATE — STRESS NEEDED ACTION

In the summary, reemphasize and restate the important points, thoughts, and decisions made by the group. This is also an opportunity to stress the importance for translating the conclusions into action.

SUMMARIZE FREQUENTLY

You don't have to wait until the discussion is finished to summarize. It is often useful to make frequent summaries during the course of the meeting to help fix ideas, principles, and conclusions; to keep the meeting on the track; and assure reaching the meeting's goal.

ASK FOR SUMMARY

To practice what we preach, ask the member of the group previously appointed to summarize the Conducting Section just completed. Ask the group to add any important points overlooked. Add anything that might have been missed that you think pertinent. (Take notes to use in your own oral summary to end the session.)

HANDOUT
III-8-28-H12

As an aid in summarizing the first two sections,

DISTRIBUTE HANDOUT III-8-28-H12, "How to Spoil a Conference"

SHOW FILM

Show Film
All I Need is a Conference
(25 Min.)

An intermission is recommended before going on to the class exercises in Part IV. You may wish to give out the assignments for the class exercises before the intermission to allow the conference leaders sufficient time to prepare for the exercises.

PART IV

CLASS EXERCISES IN CONFERENCE LEADERSHIP

DIVIDE INTO GROUPS

Divide the class into suitable groups, preferably four to six, for the exercises. Appoint a conference leader and an observer for each group.

HANDOUT
III-8-28-H13

DISTRIBUTE HANDOUT III-8-28-H13 "Problem Solving Conference"

Assign each group a topic either by supplying each leader with:

HANDOUT
III-8-28-H14

(1) A blank agenda form (HANDOUT III-8-28-H14) and allow the leader and his group to pick a suitable topic and complete the form by filling in the appropriate blanks; or

(2) An agenda form (HANDOUT II-8-28-H14) on which you have already picked the topics and filled out the appropriate blanks.

TIPS ON TOPICS

In a homogeneous group, it may be worthwhile to allow the groups to pick job-related problems to be solved.

JOB RELATED

Suggested examples:

"What should be done about the office alcoholic?"

"What can be done to encourage promptness?"

"Develop a successful method to combat overlong lunch hours."

"How can we maximize output of _____?"

"Develop improved communications within this agency."

"What is wrong with employee morale and how can it be improved?"

CONTROVERSIAL

In mixed groups, more action may be generated and the conference leader and the group may be more challenged if timely, controversial topics are assigned.

Suggested examples:

"What should be done about crime in the streets?"

"Are gun registration laws really needed?"

"Should peaceful demonstrations be outlawed?"

"Has the Civil Rights Movement gone too far?"

"What should be done about student unrest?"

OBSERVER HANDOUT III-8-28-H15

Distribute to the group, with an extra copy for each observer, HANDOUT III-8-28-H15, "Evaluating Meetings"

	Instruct the observers to refrain from taking part in the conference, but rather to:
EVALUATE LEADER	(1) Observe the leader and rate him on the evaluating sheet. (The rating should not be given to the class, but privately to the leader after the conference is over. This should be made clear to the class.); and
EVALUATE GROUP	(2) Observe the working of the group and be prepared to summarize its findings and, if pertinent, critique the methods used.
CAUTIONS: ALLOW TIME TO STUDY ASSIGN-MENTS	Be sure that sufficient time is given so that the leader may get his thoughts in order after he is given his assignment and before the exercise is started.
NO PRECONCEIVED ANSWERS	It may be useful to stress that the instructor has no preconceived notions about what constitutes the correct answer to the exercise.
WATCH CRITIQUE	Do not let the critique get out of hand.
TIME LIMIT	Set a definite time limit for the groups to accomplish their purpose. It will be better to make it too short, so to put them under pressure, than too long, so interest begins to pall.

SUMMARY

The conference leader is never a teacher or lecturer. He does not tell the group what to think; he does not dictate the results of their thinking; and he does not have his own "axe to grind." President Eisenhower once defined leadership as "...the art of getting someone else to do something that you want done because he wants to do it." This is certainly the essence of successful conference leadership.

Today we have discussed some of the elements that go into making a successful conference. We have touched on some of the tools and techniques that a good conference leader uses. We have practiced with some of them. We have developed some worthwhile ideas working together during the course of this session. (Mention them specifically.)

Now is the time to polish those tools with use. Each of us, in his day-to-day work attends or leads meetings. Informal meetings to be sure, but meetings none-the-less. The principles we have worked with here today are just as valid for those informal meetings as they are for the formal, complex conference. The main difference is that you don't often have as much time for planning. However, let's keep the thought that a few minutes attention to these principles, a few minutes spent in preparation, will make our meetings more efficient, effective, and economic and we will become skillful conference leaders through day-to-day practice.

HANDOUT III-8-28-H16
"Suggested Reading on Conference Leadership"

C O M M E R C E

S U P E R V I S O R Y

C O U R S E

Session III-8-28

Conference Leadership

GRAPHICS

GRAPHIC III-8-28-G1

A discussion by group members, usually under the leadership of a chairman who.....

- ....Introduces subject
- ....Gets discussion started
- ....Helps keep it on the track
- ....Sums up, and
- ....Closes discussion

GRAPHIC III-8-28-G 2

"I NEED A VOLUNTEER TO APPEAR BEFORE A SENATE COMMITTEE."

GRAPHIC III-8-28-G3

ADVANTAGES

Pools ideas, information, and knowledge from many sources

If well conducted, permits anybody in group who can do so to contribute

Stimulates thinking, ability to work together in groups

Especially useful for

- exploring problems to which answers are not known
- developing new philosophy or approach
- developing different aspects of a problem

VS.

DISADVANTAGES

Practical only if group members have some knowledge of or experience with subject

Practical only with small groups

Not efficient for organized presentation of new subject matter

Requires more time to cover subject

Can get "off the beam"

Good conference leading can be difficult with certain groups and certain personalities

GRAPHIC III-8-28-G4

$$X = \frac{m^{o}(a-d)}{y + p\sqrt{b}}$$

X= The coefficient of inefficiency

GRAPHIC III-8-28-G5

SIZE OF CABINETS

No. of Members	
6	Honduras, Luxembourg
7	Haiti, Iceland, Switzerland
9	Costa Rica, Ecuador, N. Ireland, Liberia, Panama, Philippines, Uruguay
10	Guatemala, El Salvador, United States
11	Brazil, Nicaragua, Pakistan, Paraguay
12	Bolivia, Chile, Peru
13	Colombia, Dominican R., Norway, Thailand
14	Denmark, India, S. Africa, Sweden
15	Austria, Belgium, Finland, Iran, New Zealand, Portugal, Venezuela

No. of Members	
16	Iraq, Netherlands, Turkey
17	Eire, Israel, Spain
18	Egypt, Gt. Britain, Mexico
19	W. Germany, Greece, Indonesia, Italy
20	Australia, Formosa, Japan
21	Argentina, Burma, Canada, France
22	China
24	E. Germany
26	Bulgaria
27	Cuba
29	Rumania
32	Czechoslovakia
35	Yugoslavia
38	USSR

SOURCE: Parkinson, C. Northcote, "Directors and Councils or Coefficient of Inefficiency", Parkinson's Law and Other Studies in Administration. Ballatine Books, N.Y. 1968

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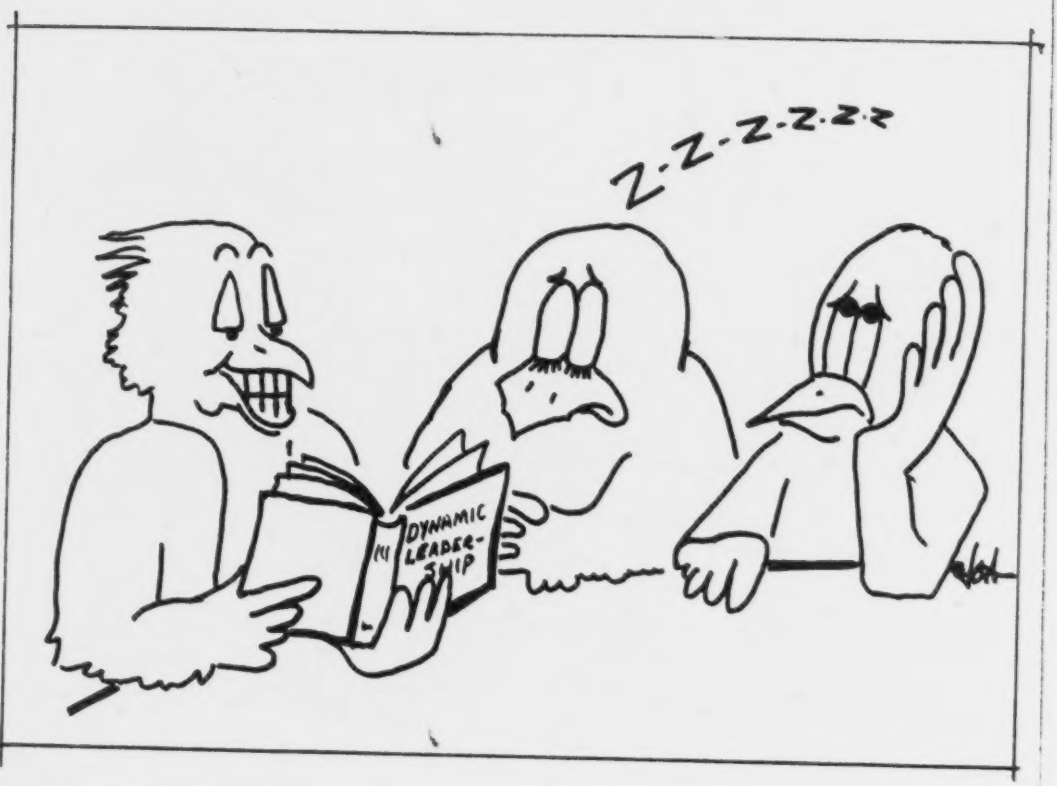
GRAPHIC III-8-28-G6



GRAPHIC III-8-28-G7

THE AGENDA

Time of Meeting:	June 15
Place of Meeting:	Field of Runnymede
Subject:	Magna Charta
Who will Attend:	The Barons of England and King John
Goal:	Justice

Source: Snell, Frank. How to Hold a Better Meeting, Harper & Brothers, N.Y. 1958 (p. 14)

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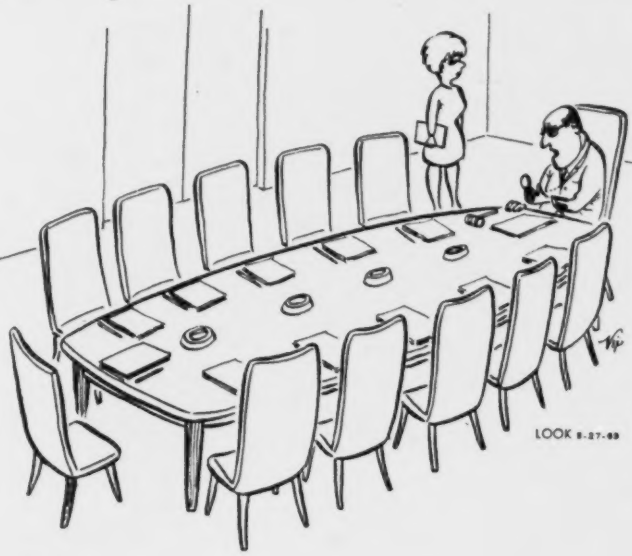
GRAPHIC III-8-28-G8

GRAPHIC III-8-28-G 9



"ALL RIGHT, MISS GOLD, BRING ON THE CLOWNS."

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GRAPHIC III-8-28-G10

C O M M E R C E

S U P E R V I S O R Y

C O U R S E

Session III-8-28

Conference Leadership

HANDOUTS

HANDOUT III-8-28-H1

FAULTS IN RECENT CONFERENCES ATTENDED BY MEMBERS OF GROUP

Planning & Organizing	Conducting
Leader not organized	Off the subject
No agenda	Individual "rattle"
Timing of conference	Leader monopolizes
Allotment of time per topic	Member monopolizes
Too short notice	No discussion
No notice of subject	"Authority" problems
Too short	Leader doesn't listen
Wrong people invited	Discussion dragged
Too long	To much arguing
Interruptions	
Poor place	
No stated objectives	
No plan for tackling the problem	
Leader ignores plan	
Key people don't show	
Late start	
Poor social climate	
Poor grouping	
Leader doesn't arouse interest	
Homework not done	
Materials missing	

SOURCE: Richard Hetland
Management Development Consultant
Kimberly-Clark Corporation
Neenah, Wisconsin

HANDOUT III-8-28-H2

CHECK LIST FOR CONFERENCE LEADER PREPARATION AND PLANNING

Have You	Yes	No
1. Fixed in your mind the objective(s) of your conference?	( )	( )
2. Prepared your outline?	( )	( )
3. Prepared your agenda?	( )	( )
4. Notified everyone concerned of the time and place of the meeting?	( )	( )
5. Checked physical requirements for conducting meeting?	( )	( )
(a) Blackboard or chart paper available?	( )	( )
(b) Seating arrangement conforms to good conference procedure?	( )	( )
(c) All special materials to be used ready?	( )	( )
(d) Ash trays provided if smoking is permissible?	( )	( )
(e) Chalk,crayon,scotch tape,thumb tacks, erasers, paper, pencils,etc.on hand?	( )	( )
(f) Ventilation,heat,light,conferee comfort adequate?	( )	( )
6. Prepared your opening talk?	( )	( )
7. Carefully studied your conference outline?	( )	( )
(a) Determined the important points to be emphasized?	( )	( )
(b) Considered anticipated responses and group reactions?	( )	( )
(c) Determined points at which quick summaries will be made?	( )	( )
(d) Considered experiences and stories to be used for emphasis?	( )	( )
(e) Determined ways and means of getting conferee participation,stimulating thinking,and,creating interest?	( )	( )
8. Prepared to give a final summary to crystallize group thinking?	( )	( )

HANDOUT III-8-28-H3

WHAT IS YOUR PROFILE AS A MEETING PARTICIPANT?

The good meeting participant .....

A.) Plans for the Meeting

1. Thinks about the problem ahead of time
2. Talks with others who know something about the problem
3. Gets as many facts as time allows
4. Understands why he is attending

B.) Contributes Ideas to the Discussion

5. Offers facts and ideas
6. Doesn't quickly discard his own views in fact of opposition
7. Understands the facts
8. Understands the problem

C.) Listens to the Ideas of Others

9. Understands the viewpoints of others
10. Helps others develop their views and ideas
11. Is courteous and alert
12. Listens carefully and thinks

D.) Considers the Problem Objectively

13. Maintains an objective attitude
14. Avoids giving (or accepting) opinion as fact
15. Avoids emotionalism
16. Maintains confidences and avoids gossip

E.) Contributes to the Orderly Conduct of the Meeting

17. Arrives on time
18. Helps the leader maintain order
19. Makes arrangements to avoid personal interruptions
20. Avoids side conversations
21. Does not dominate the meeting
22. Stays on the subject
23. Avoids sarcasm and ridicule

HANDOUT III-8-28-H4

PARKINSON'S COEFFICIENT OF INEFFICIENCY

$$X = \frac{m^{o} (a-d)}{y + p \sqrt{b}}$$

IF:

m = the average number of participants actually present;

^{o} = the number of participants influenced by outside pressures;

a = the average age of the participants;

d = the distance in cm between the two participants seated farthest from each other;

y = the number of years since the group was first formed;

p = the patience of the conference leader, as measured on the Peabody scale;

b = the average blood pressure of the three oldest participants, taken shortly before the meeting.

THEN:

X = The coefficient of inefficiency, that is the number of participants effectively present at the moment when the efficient working of the group has become manifestly impossible. It is found to lie between 19.9 and 22.4. (The decimals represent those absent for part of the meeting.)

SOURCE: Freely adapted from "Directors and Councils or Coefficient of Inefficiency," Parkinson, C. Northcote, Parkinson's Law and Other Studies in Administration, Ballantine Books, N. Y. 1968

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HANDOUT III-8-28- H6

THE AGENDA

Time of Meeting: June 15

Place of Meeting: Field of Runnymede

Subject: Magna Charta

Who will Attend: The Barons of England and King John

Goal: Justice

Source: Snell, Frank. How to Hold a Better Meeting, Harper & Brothers, N.Y. 1958 (p. 14)

HANDOUT III-8-28-117

DUTIES OF THE CONFERENCE LEADER

A skilled conference leader will:

- Begin promptly as scheduled;
- State purpose briefly and clearly in a manner that -

  arouses interest
  motivates thinking
  creates a desire to help;

- Stimulate discussion in a way that -

  keeps it moving
  keeps it balanced
  keeps it in bounds;

- Summarize accomplishments;
- Close promptly as scheduled; and
- Follow-up

HANDOUT III-8-28-H8

Devices Used by Conference Leaders

Illustrations
Charts, graphs, diagrams either worked out beforehand or on the blackboard during the meeting.

USED TO ...
- Direct thinking.
- Open a discussion.
- Drive home a point.
- Summarize a discussion.
- Make a comparison with someone else's thinking.
- Visualize relationships.
- Clarify an idea.

Anecdotes and Stories
Appropriate stories should be used and only when they apply. Off color stories more often do harm than good.

USED TO ...
- Break monotony or tension.
- Illustrate a point.
- Get attention and fix an idea.
- Emphasize a point.
- Clarify a situation.
- Break away from a delicate or ticklish subject.

Case Studies
Oral -- given by the leader or a conferee or Written -- provided by the leader.

USED TO ...
- Start a discussion.
- Illustrate possible effects, procedures, etc.
- Depersonalize discussion.
- Clarify a point.
- Emphasize a point.

Rephrasing Conferees' Statements
A concise summary of main point.

USED TO ...
- Clarify thinking.
- Conserve space on the board.
- Get group agreement.

Erroneous Statement
Deliberate misinterpretation of statement or opinion contributed by conferee.

USED TO ...
- Force conferee to defend his point of view.
- Draw out a shy member who can make a contribution.
- Regain attention of an inattentive member.

Questions
Direct -- to an individual or General -- to the group.

USED TO ...
- Open discussion.
- Stimulate interest.
- Provoke thinking.
- Accumulate data.
- Get individual participation.
- Develop subject matter.
- Determine member's knowledge of subject.
- Change trend of discussion.
- Arrive at conclusion.
- Terminate or limit discussion.

HANDOUT III-8-28-H9

TYPES OF QUESTIONS

Not only should questions be considered as their purpose, but competent conference leaders use many different types of questions, some of which are as follows:

TYPE	DEFINITION	EXAMPLE
• Leading	Questions suggest answers	Would you warn the man in this case?
• Factual	Seeking facts, data,	When did this plan go into effect?
• Direct	Directed at specific person	Bill, what are the alternatives?
• General or Overhead	Directed at entire group, anyone to answer	What is the meaning of good supervision?
• Ambiguous	Two or more meanings	Is it a good policy to fire a worker?
• Controversial	Two or more answers	Are leaders born or made?
• Provocative	To incite to answer	Are you a leader or driver?
• Re-directed	Directed at leader but returned to the group	Member A: "What is meant by malingering?" Conference Leader: "Who will tell us what his idea of malingering is?"
• Yes and No	Calls for Yes and No answer	Did you attend the conference?
• Who, Why, When, Where, What, and How	To follow Yes and No Type	What kept you from attending the conference?

28-H10 U. S. Department of Commerce - Commerce Supervisory Course

HANDOUT III-8-28-H10

THE USE OF QUESTIONS

Purpose Served (Situations in which used	How Used (Example)	Tips on Use
• To open discussion	In leading a discussion, what purpose do questions serve? (General-Overhead)	Plan questions with specific response in mind.
• To provoke thinking	What do you think of that? What are the advantages? What dangers are involved?	Pause to allow time for thought.
• To secure participation	Bill, what's your experience with this?	Have questions in reserve
• To guide discussion--bring it back on the beam	How does that relate to the topic? What point are we considering?	Building questions on previous responses.
• To redirect the discussion	Why do you say that?	Use who,what,why, when,where Questions where possible.
• To avoid experting	When question is directed at leader redirect the questions to the group--such as: "What does the group think?"	If overhead question goes unanswered, rephrase - or direct to specific conferee.
• To get agreement-acceptance understanding-	Does that express your idea? Just what do you mean by that? Won't you give us an example of what you mean?	Probe for <u>specifics</u>. Ask for specific examples.
• To integrate different points of view	Why do you say that? What are the advantages? What are the disadvantages?	Avoid over-use of leading and "Yes-No" questions.
• To conclude the discussion	Are there any other points to be considered?	Synchronize questions with charting.

HANDOUT III-8-28-H 11

COMMON BIRDS OF THE CONFERENCE TABLE

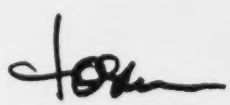
Their Care and Feeding ~

FOREWORD.....

Conferences can be very effective. They are a proven method of inducing participation and an excellent means of establishing two-way communication. A group of people participating and communicating can bring a wealth of ideas, information, and knowledge to bear on a given subject.

The skilled conference leader understands how to handle conferees. When dealing with a group of people, he remembers that he is really dealing with individuals that make up the group. And individuals not only bring ideas, information and knowledge to the conference table, some also bring difficult personality traits with them.

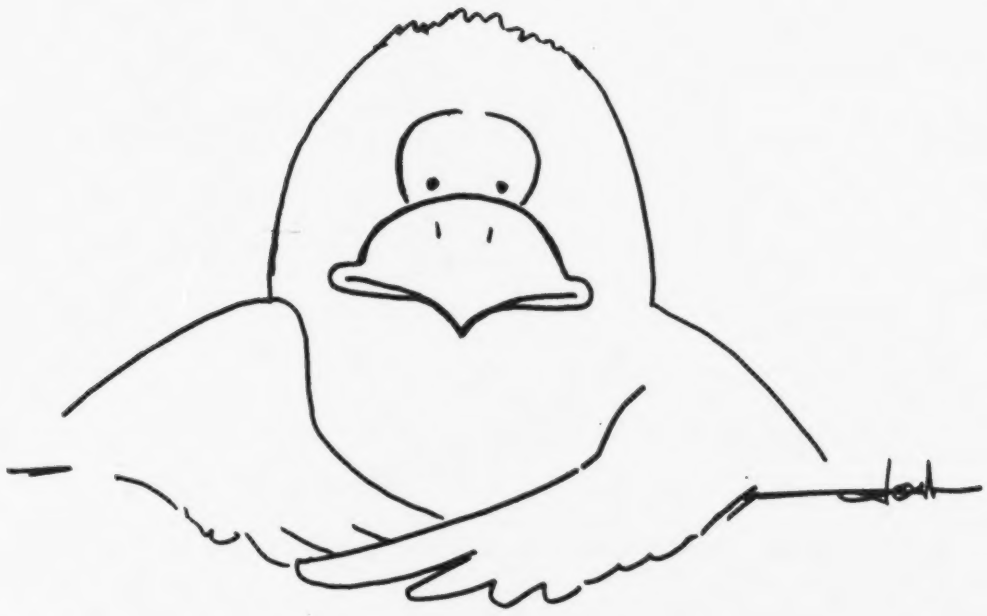
The purpose of this booklet is to help you, as an aspiring leader of effective meetings to learn to identify and handle the difficult birds which are so common at the conference table.



Jack W. Osburn, Jr.
December 1969

INTRODUCTION.....

The common habitat of the subjects of this ornithological treatise is the conference table. However, they are not limited to that environment. Indeed, they range from the tropic jungles of the green-carpeted cubicle to the frozen plateau of the 8th corridor; from the soggy swamps of the Civil Service to the lofty fastnesses of Schedule C. In fact, the very unbiquitousness of the family Avis conferre tabula communis, is what makes this type of bird watching so rewarding. So put on your tennis shoes, pick up your bird book, strap on your binoculars, and let's go watch a bird...



MUTE LISTENER Cattii gottus tongue

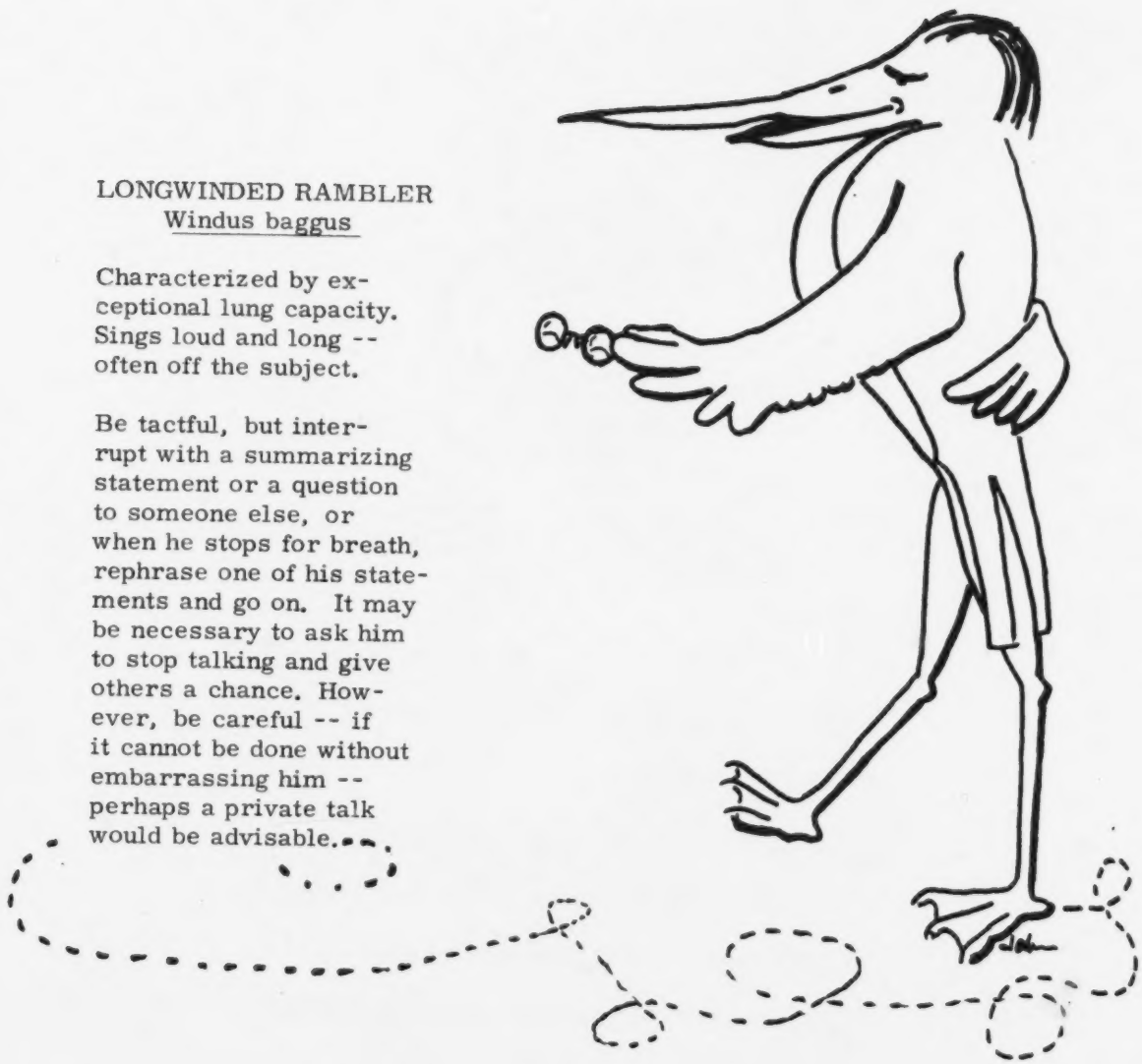
Interested, but didn't come to sing. Just wants to listen. Not troublesome, but unless you can get him to sing, he won't contribute much to the flock.

Ask him direct, provocative questions about his work. Use eye contact and call on him often.

LONGWINDED RAMBLER
Windus baggus

Characterized by exceptional lung capacity. Sings loud and long -- often off the subject.

Be tactful, but interrupt with a summarizing statement or a question to someone else, or when he stops for breath, rephrase one of his statements and go on. It may be necessary to ask him to stop talking and give others a chance. However, be careful -- if it cannot be done without embarrassing him -- perhaps a private talk would be advisable.



H11-4

MUFFLED MUDDLER Incoherentii Mutterae

Song is often hard to hear and when heard, may be hard to understand.

If his ideas are good, help him by restating the idea in your own words. Say, "in other words, you mean...." If he is speaking too softly, sometimes just cupping your hand behind your ear will be enough to get him to speak up.

Protect him from ridicule.

H11-5

HISSING SIDETALKER — Sibilantis interruptis

Sings to his neighbors, but not to the flock. Whispers in a loud voice.

Pause, let the discussion die down so that others listen to the side conversation; walk down by him and draw attention to the conversation; draw him into the discussion by asking his opinion or a direct question. Say, "perhaps you'd like to share that idea with the group.

BULLHEADED BORER *Obstinatii bulldozerus*

Obstinate; often does not or will not see the point. Has an overdeveloped homing instinct; will often fly back again and again to a point that has already been settled to the satisfaction of the flock.

Try to get others to help him see the point. If the subject is appropriate, you may wish to call for a vote on the question. If all else fails, tell him you'll discuss it with him afterwards and proceed with the meeting.

HII-7

WHITEHEADED GEEZER — Civil servantas decrepitus

Sings a repetitive song, "We've always done it this away. Why change now?" Sings an alternate song which starts, "I remember when...." which often causes the inexperienced bird watcher to confuse him with the Longwinded Rambler. Song ends on plaintive note.

Lead him to understand that the purpose of the meeting is to exchange ideas and pool experience to accomplish the goal. Let him know how much the group could profit by his experience. Draw him out (but, not too much!).

HERMIT QUAIL Meekus recluses

Hesitant, retiring, shy. Easy to overlook and overpower. Feelings are usually delicate. Very quiet song.

Be as sure as you can that he is able to answer before you direct questions to him. Build him up by agreeing with him whenever possible and protect him from ridicule.

RIBALD SMUT Dirtii birdii

Song is off-color. Sings blue stories. Often seen with the Pornographic Warbler.

Don't laugh! Ask him to wait for a more appropriate occasion.

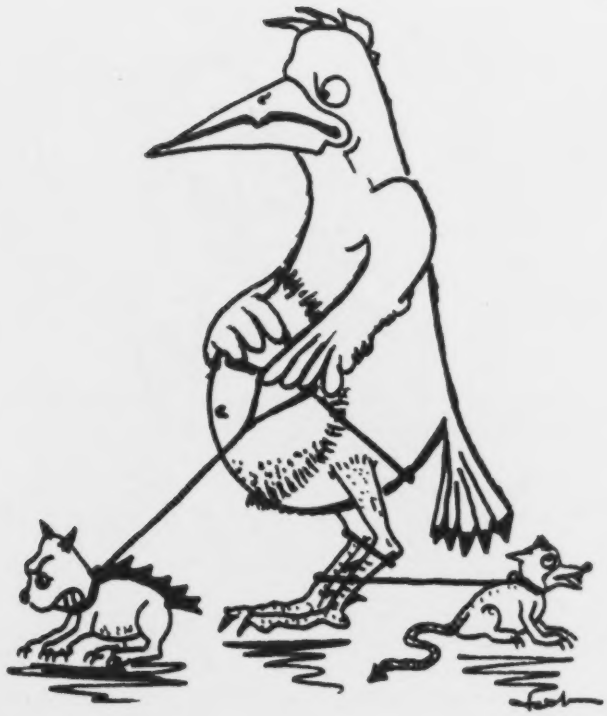
H11-10

SELF-CROWNED
KINGLET Omnipitus autocoronatedii

The know-it-all bird who wants to impose his opinion on the rest of the flock.

Encourage other members to comment freely on his remarks. Build up the confidence of the group members in themselves so that they will not be imposed upon. Let the group take care of him.

H11-11



YELLOW-BELLIED
REVENGE — Vindictivus retaliationae

Usually seen with a pet Peeve. Sometimes has his own personal Grudge or Gripe and brings it with him.

Avoid discussion about his pet Peeve. Explain that any problem discussed must be for the good of the group and that personal Gripes will not be discussed. If the Grudge is between two individuals in the group, avoid discussion between them.

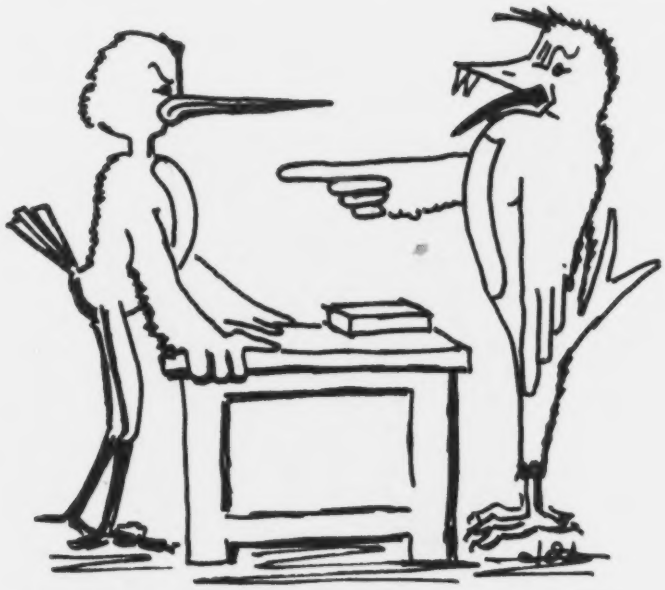
H11-12

PINING ENNUI Lethargica languidae

Bored. Song consists of frequent, heavy sighs. May drum on table with fingers. If eyes are open, may have a faraway or slightly glazed expression.

Ask questions on subjects directly affecting his work. Ask his advice pertaining to some feature of the meeting. Pick out something in his department as a good example. Find his interest and bring up topics in which he is interested.

H-11-13



COMMON SNIPER
Gougeous contentious

Usually has a high, snarling song. Argumentative, naturally perverse and inclined to make trouble.

Put him in the "blind spot" so you can pretend not to hear. Use humor to lighten the tension. If he has legitimate objections, recognize them and agree with him when possible. If he is really disruptive, the group will often take care of him. Talk to him privately and ask for his help.

WHITEFANGED CLASHER
Disputicus irasciblecus

Deals in personalities. Often travel in pairs. (May be found eyeball to eyeball with the Common Sniper). Hollers a lot.

Keep cool; don't lose your head or allow others to do so. When he attacks one of the flock, cut across with a direct question on the topic. Bring others into the discussion. Frankly ask that personalities be left out.

RED-FACED BOOBY Idiota embarrassii

Song is usually off-key and on the wrong subject.

Direct his attention to the topic on the agenda.

Say, "That's interesting, but could we discuss it another time."

H11-15

RUFFLED GROUSER Gripeus exasperatus

Song is composed of gripes about management, the organization, fellow workers, light, heat, air, desk placement, overwork, underpay, too much responsibility, not enough responsibility, etc. etc.

Don't use time on gripes unless they are pertinent to the subject being discussed. If his gripes aren't pertinent, explain that the problem is how best to operate under the present management, organization, etc. and lead the discussion back to the subject at hand. Be tactful.

AXEWING Tommyhawkus hatchetax

Chops ideas down before they have a chance to flourish. His negative songs of "We tried that once and it didn't work or the simpler, shorter version, "It won't work" delivered with ruffles and flourishes inhibits the innovative singing of the rest of the flock.

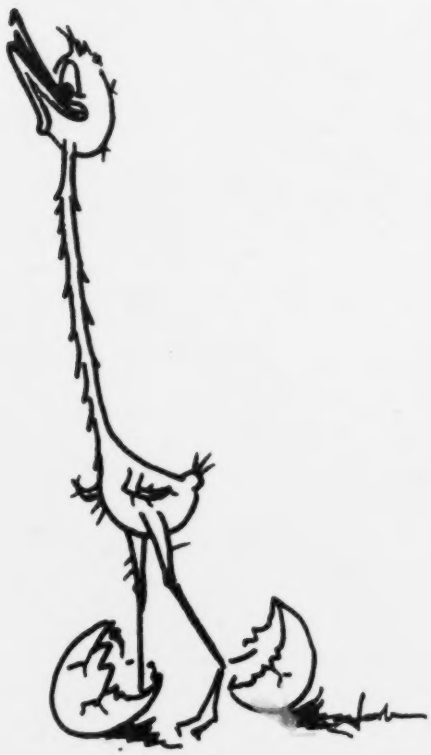
Lead him to feel that, while his experience is valuable to the group, an open minded attitude must be maintained to develop new and better approaches. Use his negative to advantage in helping the group avoid pitfalls in innovations.

H11-17

WHIPPERSNAPPER
Greenas grassii

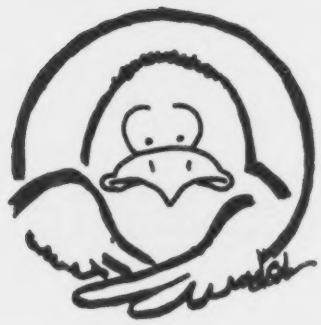
The young of Whippersnappers are hatched knowing all the answers. Having no experience, they do not value it in others. (The adult of this species is exceedingly rare--if not extinct--as there are no old Whippersnappers on record).

Ask him to give examples based on his experience in the field he is experting on Use diplomacy; when handled properly eager young Whippersnapers may develop into wise old birds.



BACKWORD.....

A word of caution: Government birds tend to moult between early November and late January at four or eight year intervals, depending on the climate in Washington, D. C. During the moult, some of these birds -- particularly those who fly at higher altitudes -- may switch their plumage overnight, chameleonlike, thus revealing their reptilian ancestry. This characteristic can make identification difficult. However, have patience; they are very likely to switch back during the next moult.



H11-20

HANDOUT III-8-28-H12

HOW TO SPOIL A CONFERENCE

DON'T ALLOW THE GROUP TO CONFRONT DIFFERENCES OF OPINION

- Smooth over the differences to keep everyone happy.
- Keep searching for compromises.
- Withdraw if members disagree with you.
- Suppress the differences by setting yourself up as the authority or expert and dominating the thinking.

DON'T TRY GETTING THE GROUP COMMITTED TO THE OBJECTIVE OF THE MEETING

- Don't have an objective, or if you do, keep it secret.
- Limit the subjects discussed to those things about which everyone will agree.
- Personally set the objective and closely control the discussion in the direction you want it to go.
- Remind the group of the objective if they wander, but don't press them. (Then, at least your conscience is clear.)

ALLOW THE GROUP.....

- To waste time giving guesses about matters of fact.
- To slide into courses of action being forwarded by one or two dominant members.
- To decide everything on "majority rule" as opposed to thought consensus.
- To continually exhibit poor listening to each other.

DEVELOP SOME DISTRACTING MANNERISMS

- Use ridicule and sarcasm.
- Take sides.
- Be over-serious or pompous.
- Violate confidences.
- Use profanity or tell questionable stories.
- Tell a member of the group he is wrong or twist his remarks.

HANDOUT III-8-28-H13

PROBLEM SOLVING CONFERENCE

Leader's Outline

I. INTRODUCTION

A. Put group at ease.

B. State purpose of meeting -- what you hope to accomplish.

C. Tell them how the meeting will be run -- lecture, discussion, their ideas, etc.

D. Get their interest -- how will the results of the meeting affect them? Tell why solving the problem is important, etc.

E. State the problem -- be sure they all understand what problem they're going to try to solve.

II. GROUP PARTICIPATION

A. How can we clearly describe or specify our problem?

B. What caused the problem?

C. What are all the possible ways of solving it?

D. What is the best way of solving the problem?

III. CONCLUSION

A. Summarize what has been accomplished -- review the statement of the problem, the cause(s), the possible solutions, and what the group feels is the best solution.

B. Emphasize action to be taken.

C. Give assignments where advisable.

D. Thank them for their help in solving the problem.

E. Dismiss group.

HANDOUT III-8-28- H14

CONFERENCE EXERCISE

AGENDA

LEADER: _____

PARTICIPANTS 1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

SUBJECT: _____

PURPOSE: To Solve a Problem

GOAL: (Specific Purpose): _____

_____

_____

_____

TIME LIMIT: _____ Minutes

_____

SOLUTION:

HANDOUT III-8-28-H15

EVALUATING MEETINGS

Date_____

Meeting evaluation for_____

WAS THE PURPOSE OF THE MEETING ACCOMPLISHED? Yes ( ) No ( )

Comments:

EVIDENCE OF PLANNING	E	G	F	P	
Did his introduction arouse interest?					
How well did he state his objectives?					
Did he put the group at ease?					
Did he use visual aids profitably?					

Comments:

CONDUCTING THE MEETING	E	G	F	P	
Did he keep the meeting alive and interesting?					
Did he summarize during the meeting?					
Did he maintain control of the group?					
Did he get maximum group participation?					
How was his sense of timing?					
How was his final summary?					

Comments:

PERSONALITY OF THE LEADER	E	G	F	P	
Was he tactful in handling individuals?					
How was his sense of humor?					
Was he enthusiastic?					
Was he flexible and open minded?					
Was he friendly and helpful?					

Comments:

Additional Comments:

HANDOUT III-8-28- H16

"SUGGESTED READINGS ON CONFERENCE LEADERSHIP"

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